

Lesson Plan

Course Title

Career and Family Leadership

Lesson Title

Resources for Families

Practical Problem

What should be done to make resources available to families?

References Used for this Lesson

Montgomery, Bette: *Career and Family Leadership*, University of Missouri-Columbia, 2002.
Instructional Materials Laboratory, University of Missouri-Columbia.

Family, Career, and Community Leaders of America, Inc., *Get Connected, CD-ROM: Families First, Planning Process*, Reston, VA 2002, FCCLA, Inc.

Alternative Assessment: A Family and Consumer Sciences Teacher's Tool Kit, Ohio State University, 1996. Vocational Instructional Materials Laboratory

Community Family Resources: Sites listing community resources supporting family.
Galaxy: Serious Searches: <http://www.galaxy.com/cgi-bin/dirlist?nade=1354>
<http://www.familymanagement.com/>

Background Information for this Lesson

Career and Family Leadership, Content Module 5

External Alignment

Program Goal Addressed

(Use this area to identify how your program goal links to this lesson.)

Missouri Family and Consumer Sciences Competencies Addressed

F.4 Investigate resources supporting families (Analysis)

Missouri Show-Me Goals/Standards Addressed

SS6 Relationships of the individual and groups to institutions and cultural traditions

National Family and Consumer Sciences Standards Addressed

6.1.5 Examine the role of family in developing independence, interdependence and commitment of family members

6.1.4 Examine the roles of family in teaching culture and traditions across the life span

Internal Alignment

Course/Performance/Enabling Objectives(s) for Competency

1. Identify resources that support the family. (Application)

2. Examine community resources that support the family. (Analysis)
3. Examine how culture affects resources that support families. (Analysis)

Instructional Strategies

1. Identify resources that support the family. (Application)
Working together in cooperative groups to make a list of local resources that support families. Use the local phonebook and newspaper to start your list. Group the resources by the kind of service provided and write a short description of that service. (Management, Leadership, Communication)

Questions for Discussion/Formative Assessment

1. *What resources are available to families in our community?*
2. *What resources are lacking in our community?*
3. *Explain how resources make a family strong?*
4. *What problems did you encounter as you grouped the resources?*
5. *How were leadership, management, and communication a part of this assignment?*

Invite a panel of speakers (one from each service area identified) to share information about the services and resources that are available to families. Write an outline for a summary paper on the resources and services available to families in your community. (Communication, Critical Thinking)

Questions for Discussion/Formative Assessment

1. *How did the panel speakers broaden your view of resources available to families?*
2. *What did you learn from the panel that you did not know before their visit?*
3. *How did writing the outline for the summary paper help you to bring all of the information together for families?*
4. *How was critical thinking used to ask questions of the panel and write the outline for a summary paper?*

In cooperative groups, complete the “Families First House of Cards” activity (Get *Connected CD ROM*). Each group will receive 10 blank index cards. On each card, participants are to write one resource that supports families. Use the cards to build house. What happens if you take 2 cards away or if you rearrange the cards? Discuss how resources support and strengthen families. (Communication, Comprehension, Problem Solving, Critical Thinking)

Questions for Discussion/Formative Assessment

1. *What did you learn from building the house of cards?*
2. *How does what you learned here apply to your family?*
3. *How do resources and support strengthen families?*
4. *What resources and supports do your family use?*
5. *What would happen if those resources and supports were taken away (like the cards)?*
6. *What part did problem solving play in removing the cards from the house?*

2. Examine community resources that support the family. (Analysis)
Using the websites in the reference list, research specific resources supporting families. After completing the research, add your findings to your summary paper. (Communication, Technology)

Questions for Discussion/Formative Assessment

1. *What did you learn about resources supporting families from your research on the websites?*
2. *Did the information that you learned on the website match what you had learned about the resource from the speaker? Local information?*
3. *What resources are not available in your community that families need?*
4. *How can these resources be made available?*

3. Examine how culture affects resources that support families. (Analysis)
Discuss with each other how culture and traditions vary according to society. Discuss how resources for family support will vary also. Distinguish between resources in your community that embrace different cultures.

Develop a brochure to share with the community/students in your school that summarizes:

- Resources available in your community (list completed in #1, information from speaker in #1, research from web sites in #2)
- The importance of resources and support for families (from “House of Cards” #1)
- Resources that support different cultures and traditions (from #3)

Use the “Planning Process”, (FCCLA) to develop your brochure. Use the computer to print your brochure. Share the information with your principal. Make copies of your brochure to distribute to students at school and to families in the community. Assess the brochure with “Brochure Assessment”, pp. 109, (*Alternative Assessments*). (Communication, Critical Thinking)

Questions for Discussion/Formative Assessment

1. *How do cultures and traditions make a difference in acceptance of resources?*
2. *What difference does that make with resources and support?*
3. *What can we do to become more aware of cultural and traditional differences?*
4. *What cultural differences are there in your community?*
5. *What does this mean for you and your family?*
6. *How did developing and distributing the brochure make a difference in your community? For you?*

Assessments

Pencil/Paper:

1. List and describe resources that support the family. (Knowledge, Comprehension)

Classroom experiences:

1. Build a house of cards. Explain the relationship of this activity to the interconnectedness of families and resources. (Comprehension)

Application to Real Life setting:

1. Plan and develop a brochure identifying community resources available supporting families. Distribute the brochures at local stores, doctor offices, etc. Use the FCCLA “Planning Process” to develop this project. Assess the brochure with the “Brochure Assessment”, p. 109, (*Alternative Assessment*). (Application)